St Joseph's Curriculum
Year One Key Skills

Learning Objectives, Milestones and Opportunities are split up into the following subject areas: Personal Development, Music, Computing, Physical Education, Art and Design, Design Technology, History, Geography, Languages (for KS2 only) and Science. The Multi-faith lessons that should be covered in each year group are also included.

Learning Objectives, Milestones and Opportunities are taken from the following website: http://www.essentials.uk.com/Carousel.php
Year 1 and 2 skills are taken from milestone 1, Year 3 and 4 are taken from milestone 2 and Year 5 and 6 are taken from milestone 3.
Teachers are to use the skills to help plan progressive lessons and can refer to the website if more or less challenging milestones are needed. (There are also 'support' milestones available.) Challenge milestones are available on the website (based on the Year 7,8 and 9 curriculum) and these are also available on the Y5 and Y6 skills sheets, where suitable. These challenge objectives are highlighted in blue.

The learning objectives are recommended by Chris Quigley, however they can be changed to suit the learning and can be made more specific.

Teachers can choose topics through which to teach the skills. Some topics work well in certain year groups and so have been mentioned on the skills sheets. Theses are typed in green font.

The skills for each subject are set out in no particular order and should be highlighted when they have been taught. There are also some skills that will run throughout the year within different units, for example: design, make and evaluate in Design Technology lessons, using sources of evidence in History and working scientifically in Science. The skills are not allocated in terms of time.

The milestones for Personal Development do not need to all be covered, but planning should take into the account the needs of the class and the skills should be integrated into all subject areas.

Skills for swimming can be found on the Year 3 sheet, as this is the year group that will attend swimming lessons.

For Religious Education lessons, we will continue to follow the 'Learning and Growing as the People of God scheme.'

Personal Development

Learning Objectives
To try new things
To work hard
To concentrate
To push oneself
To imagine
To improve
To understand others
To not give up

Milestones and Opportunities

- Discuss and learn techniques to improve in the following eight areas of success (see below).
- Study role models who have achieved success.

To try new things
• Try new things with the help of others.
• Talk about some things of personal interest.
• Join in with familiar activities.
• Concentrate on things of interest.

To work hard
• Work hard with the help of others.
• Enjoy the results of effort in areas of interest.
• Take encouragement from others in areas of interest.

To concentrate
• Give attention to areas of interest.
• Begin to 'tune out' distractions.
• Begin to show signs of concentration.
• Begin to seek help when needed.

To push themselves
• Express doubts and fears.
• Explain feelings in uncomfortable situations.
• Begin to push past fears (with encouragement).
• Listen to people who try to help.
• Begin to try to do something more than once.

To imagine
• With help, develop ideas.
• Respond to the ideas of others'.
• Respond to questions about ideas.
• Act on some ideas.

To improve
• Share with others likes about own efforts.
• Choose one thing to improve (with help).
• Make a small improvement (with help).

To understand others
• Show an awareness of someone who is talking.
• Show an understanding that ones own behaviour affects other people.
• Listen to other people's point of view.

To not give up
• Try again with the help of others.
• Try to carry on even if a failure causes upset.
• Keep going in activities of interest.
• Try to think of oneself as lucky.

Music

Learning Objectives
To perform
To compose
To transcribe
To describe music

Milestones and Opportunities

To Perform

- Take part in singing, accurately following the melody.
- Use their voices expressively by singing songs and speaking chants and rhymes.
- Follow instructions on how and when to sing or play an instrument.
- Make and control long and short sounds, using voice and instruments.
- Imitate changes in pitch.

To compose

- Create a sequence of long and short sounds.
- Clap rhythms.
- Create a mixture of different sounds (long and short, loud and quiet, high and low).
- Choose sounds to create an effect.
- Sequence sounds to create an overall effect.
- Create short, musical patterns.
- Create short, rhythmic phrases.
- Have the opportunity to play tuned and untuned instruments musically.
- Make and describe sounds using the inter-related dimensions of music.

To transcribe

- Use symbols to represent a composition and use them to help with a performance.

To describe music

- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Identify the beat of a tune.
- Recognise changes in timbre, dynamics and pitch.

Computing

Learning Objectives
To code
To connect
To communicate
To collect

Milestones and Opportunities

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.
- Write and test simple programs.
- Use logical reasoning to predict the behaviour of simple programs.
- Organise, store, manipulate and retrieve data in a range of digital formats.

To code (using Scratch)

Motion
- Control motion by specifying the number of steps to travel, direction and turn.

Looks
- Add text strings, show and hide objects and change the features of an object.

Sound
- Select sounds and control when they are heard, their duration and volume.

Draw
- Control when drawings appear and set the pen colour, size and shape.

Events
- Specify user inputs (such as clicks) to control events.

Control
- Specify the nature of events (such as a single event or a loop).

Sensing
- Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?)

To connect
- Participate in class social media accounts.
- Understand online risks and the age rules for sites.
- Communicate safely and respectfully online, keeping personal information private and recognise common uses of information technology beyond school.

T o communicate
- Use a range of applications and devices in order to communicate ideas, work and messages.

To collect
- Use simple databases to record information in areas across the curriculum.

Physical Education

Learning Objectives

To develop practical skills in order to participate, compete and lead a healthy lifestyle.

Milestones and Opportunities

Games / Athletics

- Participate in team games, developing simple tactics for attacking and defending.
- Use the terms ‘opponent’ and ‘team-mate’.
- Use rolling, hitting, running, jumping, catching and kicking skills in combination.
- Develop tactics.
- Lead others when appropriate.

Dance

- Perform dance using simple movement patterns.
- Copy and remember moves and positions.
- Move with careful control and coordination.
- Link two or more actions to perform a sequence.
- Choose movements to communicate a mood, feeling or idea.

Gymnastics

- Copy and remember actions.
- Move with some control and awareness of space.
- Link two or more actions to make a sequence.
- Show contrasts (such as small/tall, straight/curved and wide/narrow).
- Travel by rolling forwards, backwards and sideways.
- Hold a position whilst balancing on different points of the body.
- Climb safely on equipment.
- Stretch and curl to develop flexibility.
- Jump in a variety of ways and land with increasing control and balance.

Art and Design

Learning Objectives
To develop ideas.
To master techniques.
To take inspiration from the greats.

Milestones and Opportunities

To develop ideas

- Respond to ideas and starting points.
- Explore ideas and collect visual information.
- Explore different methods and materials as ideas develop.
- Share ideas, exploring a variety of techniques.

To master techniques:

Drawing

- Draw lines of different sizes and thickness.
- Colour (own work) neatly following the lines.
- Show pattern and texture by adding dots and lines.
- Show different tones by using coloured pencils.

Painting

- Use thick and thin brushes.
- Mix primary colours to make secondary.
- Add white to colours to make tints and black to colours to make tones.
- Create colour wheels.

Collage

- Use a combination of materials that are cut, torn and glued.
- Sort and arrange materials.
- Mix materials to create texture.

Printing

- Use repeating or overlapping shapes.
- Mimic print from the environment (e.g. wallpapers).
- Use objects to create prints (e.g. fruit, vegetables or sponges).
- Press, roll, rub and stamp to make prints.

Digital media

- Use a wide range of tools to create different textures, lines, tones, colours and shapes.

To take inspiration from the great artists (classic and modern):

- Learn about the work of a range of artists, artisans and designers.
- Describe the work of notable artists, artisans and designers.
- Use some of the ideas of artists studied to create pieces.

Design and Technology

Learning Objectives
To master practical skills.
To design, make, evaluate and improve.
To take inspiration from design throughout history.

Milestones and Opportunities

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts, such as the home and school, gardens and playgrounds, the local community, industry and the wider environment. Children should be taught the skills of designing, making and evaluating.

To master practical skills

Food

- Cut, peel or grate ingredients safely and hygienically.
- Measure or weigh using measuring cups or electronic scales.
- Assemble or cook ingredients.
- Use the basic principles of a healthy and varied diet to prepare dishes.
- Understand where food comes from.

Materials (moving pictures)

- Cut materials safely using tools provided.
- Measure and mark out to the nearest centimetre.
- Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).
- Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).

Computing

- Model designs using software.

Construction

- Create products using levers, wheels, and winding mechanisms.
- Build structures, exploring how they can be made stronger, stiffer and more stable.
- Explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.

To design, make, evaluate and improve

- Design products that have a clear purpose and an intended user.
- Make products, refining the design as work progresses.
- Use software to design.
- Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- Generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and , where appropriate, information and communication technology.
- Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing.
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.
- Explore and evaluate a range of existing products.
- Evaluate their ideas and products against design criteria.

To take inspiration from design throughout history

- Explore objects and designs to identify likes and dislikes of the designs.
- Suggest improvements to existing designs.
- Explore how products have been created.

History

Learning Objectives
To investigate and interpret the past.
To build an overview of world history.
To understand chronology.
To communicate historically.

Milestones and Opportunities

Study:

- The lives of significant individuals in Britain's past who have contributed to our nation's achievements - scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce.
- Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year (Remembrance, Christmas, Easter).
- Significant historical events, people (Neil Armstrong, Guy Fawkes) and places in their own locality (Bishop Vesey, Sutton Park).

To investigate and interpret the past

- Observe or handle evidence to ask questions and find answers to questions about the past.
- Ask questions such as: What was it like for people? What happened? How long ago?
- Use artefacts, pictures, stories, online sources and databases to find out about the past.
- Identify some of the different ways the past has been represented.

To build an overview of world history

- Describe historical events.
- Describe significant people from the past.
- Recognise that there are reasons why people in the past acted as they did.

To understand chronology

- Place events and artefacts in order on a time line.
- Label time lines with words or phrases such as: past, present, older and newer.
- Recount changes that have occurred in their own lives.
- Use dates where appropriate.

To communicate historically

- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.
- Show an understanding of the concept of nation and a nation's history.
- Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.

Geography

Learning Objectives
To investigate places.
To investigate patterns.
To communicate geographically.

Milestones and Opportunities

To investigate places

- Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).
- Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.
- Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.
- Use aerial images and plan perspectives to recognise landmarks and basic physical features.
- Name, locate, investigate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

To investigate patterns

- Identify land use around the school.

To communicate geographically

- Use basic geographical vocabulary to refer to:
  key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.
  key human features**,** including: city, town, village, factory, farm, house, office and shop.
- Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.
- Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).

Science

(Also see Notes and Guidance (Non-statutory requirements from the National Curriculum)

Programmes of Study

- **Working Scientifically – to be covered throughout the units**
- Plants
- Animals, including Humans
- Everyday Materials
- Seasonal Changes

Learning Objectives

- To work scientifically
- To understand plants
- To understand animals and humans
- To investigate living things
- To understand evolution and inheritance
- To investigate materials
- To understand movement, forces and magnets
- To understand the Earth's movement in space
- To investigate light and seeing
- To investigate sound and hearing
- To understand electrical circuits

Milestones and Opportunities

Working Scientifically

- Ask simple questions.
- Observe closely, using simple equipment.
- Perform simple tests.
- Identify and classify.
- Use observations and ideas to suggest answers to questions.
- Gather and record data to help in answering questions.

Plants

- Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.
- Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.

Animals, including Humans

- Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).
- Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Everyday Materials

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Seasonal Changes

- Observe the apparent movement of the Sun during the day.
- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies.

Multi-Faith

Hinduism
Divali (Oct / Nov)
Holi (Feb / March)

Judaism:
Shabbat
Chanukah / Hannukah (Nov / Dec)
Tu B'Shevat (January)
International Holocaust Remembrance Day (January)
Shavuot (May / June)

Islam:
Eid-ul-Fitr (dates vary)
Milad un Nabi - Birthday of the Prophet Muhammad (Feb)

Sikhism:
Diwali (Sept/Oct – Oct/Nov)
Baisakhi / Vaisakhi (April 13th)